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ABSTRACT

The study focuses on the development of a valid and reliable instrument to measure independent variables of cooperating teacher behaviors. The secondary purpose was to determine if any of the demographic variables pertaining to the student teacher and the cooperating teacher were important in assessing the performance levels of cooperating teachers in fulfilling critical behavior tasks and whether the responses are independent of student teacher variables but related in anticipated ways to cooperating teacher variables. The population of the study included 1,068 teacher education majors in Iowa and 16 resident coordinators of student teaching. The data were subjected to a varimax factor solution for item reduction purposes and multivariate analysis to test nine null-hypotheses. Ten critical behavior tasks serve as the factors for the analysis. The nine hypotheses used the criteria of sex, grade point, major area of preparation, and grade received to measure student teacher variables, and sex, highest degree, total years in teaching, number of student teachers supervised, and completion of a course titled "Supervision of Student Teaching" to measure cooperating teacher variables. (DS)

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MEASUREMENT OF COOPERATING TEACHER BEHAVIORS

A Research Paper

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MEASUREMENT OF COOPERATING TEACHER BEHAVIORS

The performance of cooperating classroom teachers needs to be subjected to careful assessment. Teachers of tomorrow are significantly influenced by the specific guidance and direction they receive from the cooperating teachers who assume major responsibility for their induction into the profession. Therefore, student teaching should not be a practice session in imitating the cooperating teacher or an exercise in emulation of the cooperating teacher. Such emulation can result in the perpetuation of unsatisfactory teaching practices.

The cooperating teacher is a key person in the student teaching phase of the total teacher education program. Consequently, the cooperating teacher must create a sustaining environment that will enhance the chances of the student teacher to develop his or her fullest potential. The cooperating teacher is expected to provide a learning environment that will permit the student teacher to develop his/her competencies and personal qualities. The task of the cooperating teacher, therefore, is not an easy one.

The continued use of public schools as teacher education laboratories to provide clinical experiences has shifted much of the responsibility for the supervision of student teachers to the classroom cooperating teacher. The continued use of public schools for fulfilling the student teaching experience has served to dramatize the need to select, retain, and train competent cooperating teachers.

One of the concerns is that subjective judgment is usually employed in the selection and retention of cooperating teachers. A second inherent

concern which complicates the cooperating teacher selection and retention process is the fact that little has been done to assess the competencies of cooperating teachers. Thirdly, identifiable criteria, i.e., training, certification, and teaching experience, do not always result in anticipated performance.

The primary purpose of this study was to focus on the development of a valid and reliable instrument to measure independent variables of cooperating teacher behaviors. The secondary purpose was to determine if any of the demographic variables pertaining to the student teacher and the cooperating teacher were important in assessing the performance levels of cooperating teachers in fulfilling CRITICAL BEHAVIOR TASKS and whether the responses are independent of student teacher variables but related in anticipated ways to cooperating teacher variables.

The original assessment instrument was subjected to tests of reliability, internal consistency, content and concurrent validity, coefficients of correlation, multivariate analysis of variance and factor analysis.

The population of this study included 1,068 early childhood, lower and upper elementary, secondary and special area teacher education majors at the University of Northern Iowa and sixteen resident coordinators of student teaching.

The data was subjected to a varimax rotated factor solution for item reduction purposes and multivariate analysis to test nine null-hypotheses. For factor analysis purposes it was decided that a loading of $\pm .30$ or higher would be employed to determine: 1) the number of factors, 2) the strength of the loadings and 3) the specific clusters of behaviors loading on each of the factors.

The following CRITICAL BEHAVIOR TASKS of cooperating teachers met the loading criteria of .30 or higher.

FACTORS

The effective cooperating teacher:

1. ORIENTS THE STUDENT TEACHER TO SIGNIFICANT PHASES OF THE DIRECTED STUDENT TEACHING EXPERIENCE (plus 2 specific sub-items)
2. HELPS THE STUDENT TEACHER TO PLAN SUCCESSFULLY (plus 4 specific sub-items)
3. CONDUCTS MEANINGFUL CONFERENCES (plus 2 specific sub-items)
4. PROVIDES FREEDOM TO TEACH (plus 3 specific sub-items)
5. HELPS THE STUDENT TEACHER TO DEVELOP HIS/HER OWN TEACHING STYLE (plus 2 sub-items)
6. EXHIBITS TRAITS OF PROFESSIONALISM AS AN EDUCATOR (plus 3 sub-items)
7. EXEMPLIFIES HIGH QUALITY TEACHING (plus 4 sub-items)
8. DEVELOPS AND MAINTAINS EXCELLENT HELPING RELATIONSHIPS (plus 4 sub-items)
9. PROVIDES EVALUATION OF THE STUDENT TEACHER (plus 4 sub-items)
10. UTILIZES VARIOUS TOOLS AND TECHNIQUES WITH THE STUDENT TEACHER TO UNDERSTAND THE ANALYSIS AND MODIFICATION OF TEACHING BEHAVIOR (plus 4 sub-items)

Ten of the 12 original CRITICAL BEHAVIOR TASKS and 30 of the 93 sub-items were retained. (See Appendix "A")

HYPOTHESES

There is no difference among the mean ratings on each of the CRITICAL BEHAVIOR TASKS based on groupings of student teachers and cooperating teachers according to:

Hypothesis One. The sex of the student teacher. The multivariate F-ratio had an associated probability of less than .001; therefore the hypothesis was rejected. Female student teachers gave higher ratings to cooperating teachers than did male student teachers.

Hypothesis Two. The grade point index of the student teacher. The multivariate F-ratio had an associated probability greater than .05; therefore the hypothesis was accepted.

Hypothesis Three. The major area of preparation of the student teacher. The multivariate F-ratio had an associated probability of less than .001; therefore the hypothesis was rejected. Elementary student teachers gave higher ratings to supervising teachers than did secondary and special area student teachers.

Hypothesis Four. The grade received in student teaching. The multivariate F-ratio had an associated probability of less than .001; therefore, the hypothesis was rejected. Student teachers receiving an A/A or A/B gave higher ratings to cooperating teachers than did students who received B/B, B/C, C/C, and C/D grades.

Hypothesis Five. The cooperating teacher according to sex. The multivariate F-ratio had an associated probability of less than .001; therefore, the hypothesis was rejected. Female cooperating teachers received higher ratings than male cooperating teachers.

Hypothesis Six. The highest degree held by the cooperating teacher. The multivariate F-ratio had an associated probability of less than .05; therefore, the hypothesis was rejected. Cooperating teachers possessing the bachelor's degree received higher ratings than did cooperating teachers holding a master's degree or higher.

Hypothesis Seven. The total years of teaching experience. The multivariate F-ratio had an associated probability of less than .001; therefore, the hypothesis was rejected. Supervising teachers with six to twenty years of teaching experience received higher ratings than did cooperating teachers with less than six years, and more than twenty years of teaching experience.

Hypothesis Eight. The number of student teachers supervised. The multivariate F-ratio had an associated probability greater than .05; therefore, the hypothesis was accepted.

Hypothesis Nine. The completion of a course titled "Supervision of Student Teaching". The multivariate F-ratio had an associated probability of less than .001; therefore, the hypothesis was rejected. Cooperating teachers who completed the course received higher ratings than did those who had not completed the course.

These findings confirm other surveys and supports the criteria for cooperating teachers that is found in the literature.

Among the circumstances focusing upon a need for regular assessment of cooperating teacher behaviors is the general feeling among those associated with teacher education that the quality of supervision needs to be improved.

Another factor eliciting the need for assessment is the emerging role of the cooperating teacher in the partnership/parity concept of teacher education. Paramount in all student teaching programs should be regular assessment with particular emphasis on behaviors of the cooperating teacher, a key person in a quality student teaching program. Therefore, the selection, retention, and training of competent, well-qualified cooperating teachers is essential if improvement of the student teaching experience is to become a reality.

APPENDIX "A"

MEASUREMENT OF COOPERATING TEACHER BEHAVIORS
(Designed to Measure Cooperating Teacher Competencies)

Scale: 5.....Very high degree of competence
4.....High degree of competence
3.....Competent
2.....Low degree of competence
1.....Very low degree of competence

CRITICAL BEHAVIOR #1.....The effective cooperating teacher ORIENTED THE
STUDENT TEACHER TO SIGNIFICANT PHASES OF THE
DIRECTED STUDENT TEACHING EXPERIENCE

Specific behaviors

1. Assisted the student teacher in getting to know the faculty, the staff, and physical characteristics of the building
2. Acquainted the student teacher with pupil personnel records and the manner in which they are kept and used

CRITICAL BEHAVIOR #2.....The effective cooperating teacher HELPED THE
STUDENT TEACHER TO PLAN SUCCESSFULLY

Specific behaviors

1. Acquainted the student teacher with a variety of patterns for daily lesson plans
2. Evaluated with the student teacher the last made plan- with particular emphasis upon their effectiveness in fulfilling the purpose of the lesson
3. Insisted that the student teacher continuously evaluate his/her own planning techniques and patterns
4. Encouraged the student teacher to use his/her own ideas about planning and to display initiative as he/she became more proficient in the planning procedure

CRITICAL BEHAVIOR #3.....The effective cooperating teacher CONDUCTED
MEANINGFUL CONFERENCES

Specific behaviors

1. Arranged for a regular time and place for the student teacher and cooperating teacher to conduct personal conferences
2. Used conference time for review and examination of student teacher's philosophy of education

Scale: 5.....Very high degree of competence
 4.....High degree of competence
 3.....Competent
 2.....Low degree of competence
 1.....Very low degree of competence

CRITICAL BEHAVIOR #4.....The effective cooperating teacher PROVIDED FREEDOM TO TEACH

Specific behaviors

1. Allowed the student teacher as much freedom as possible to experiment with ideas and techniques, to evaluate them, to sort them out, to discard some and to add others to his/her growing reservoir of abilities, practices and techniques
2. Permitted the student teacher freedom to work out an idea to completion, even if it differed from the manner in which the cooperating teacher would have completed the activity
3. Provided the student teacher freedom to try a variety of teaching and controlling techniques

CRITICAL BEHAVIOR #5.....The effective cooperating teacher HELPED THE STUDENT TEACHER TO DEVELOP HIS OWN TEACHING STYLE

Specific behaviors

1. Permitted the student teacher to demonstrate the skills and insights which his/her recent training had sought to develop insofar as suggested changes would not result in undue confusion
2. Provided opportunities for "experimentation" in learning situations and sought out the ideas the student teacher might like to try and arranged for the student teacher to try them

CRITICAL BEHAVIOR #6.....The effective cooperating teacher EXHIBITED TRAITS OF PROFESSIONALISM AS AN EDUCATOR

Specific behaviors

1. Participated actively with his/her colleagues in developing and enforcing standards fundamental to continuous improvement of his/her profession and abided by those standards in his/her own example as a member of the profession
2. Avoided criticizing others in the profession and was highly ethical in his/her professional relationships
3. Provided opportunities for professional growth of the student teacher by encouraging him/her to attend professional meetings, faculty meetings, and social activities

Scale: 5.....Very high degree of competence
 4.....High degree of competence
 3.....Competent
 2.....Low degree of competence
 1.....Very low degree of competence

CRITICAL BEHAVIOR #7.....The effective cooperating teacher EXEMPLIFIED
 HIGH QUALITY TEACHING

Specific behaviors

1. Exhibited appropriate methodology; was creative and innovative in his/her area of education responsibility
2. Possessed the ability to select and use multi-sensory devices and resources of the community and created a learning environment by arranging the classroom or other facilities so learning tools were readily available; used the library effectively
3. Revealed his/her ability to make use of consultants, supervisory personnel and special services available to him/her
4. Exhibited purposes essential to effective teaching (i.e., perceived his/her purpose in teaching as being one of freeing, rather than controlling pupils, more concerned with larger than small issues, was self-revealing rather than self-concealing, concerned with furthering processes and achieving goals)

CRITICAL BEHAVIOR #8.....The effective cooperating teacher DEVELOPED AND
 MAINTAINED EXCELLENT HELPING RELATIONSHIPS

Specific behaviors

1. Accepted the student teacher as a co-worker rather than as a subordinate; student teacher worked with and not for the cooperating teacher; promoted an atmosphere of professional equality
2. Developed confidence of the student teacher by permitting him/her to work alone part of the time
3. Refrained from interrupting the student teacher or interfering with the class or group while he/she was directing the activities of the class or clinical session when the student teacher was working satisfactorily
4. Provided a facilitating, encouraging atmosphere; recognized the importance of making the student teacher feel secure.

Scale: 5.....Very high degree of competence
 4.....High degree of competence
 3.....Competent
 2.....Low degree of competence
 1.....Very low degree of competence

CRITICAL BEHAVIOR #9.....The effective cooperating teacher PROVIDED
 EVALUATION IN STUDENT TEACHING

Specific behaviors

1. Evaluated cooperatively and centered it around self-evaluation
2. Evaluated continuously; regular and periodic analysis took place
3. Evaluated with comprehensiveness; went beyond the specific teaching or clinical act
4. Evaluated specifically; suggestions for improvement were pointedly made

CRITICAL BEHAVIOR #10.....The effective cooperating teacher UTILIZED VARIOUS
 TOOLS AND TECHNIQUES WITH THE STUDENT TEACHER TO
 UNDERSTAND THE ANALYSIS AND MODIFICATION OF
 TEACHING BEHAVIOR

Specific behaviors

1. Utilized verbal and non-verbal interaction analysis techniques placing emphasis upon the study of teaching and the use of systems (e.g., Flanders, VICS, OsCar, etc.) as an observational tool for recording, categorizing, tabulating and analyzing student teacher behaviors when working with groups or individual pupils
2. Utilized video-tape recorder in a diagnostic sense to ascertain specific problems encountered by the student teacher in presenting a particular lesson and/or a specific remediation technique
3. Utilized video-tape recorder in a teaching demonstration performed by the cooperating teacher to expose the student teacher to very specific behavior patterns about the art of teaching and/or diagnosing and remediation when working with groups and/or individuals
4. Utilized the audio-tape recorder effectively for evaluating a number of student teacher behaviors such as logical operations and concepts appropriate to the learning process in the classroom or in the clinic